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博 士 学 位 论 文

我国大学生学校适应研究

Research on Adjustment to College of
Undergraduates in China

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摘要

大学阶段是学生成长的关键阶段，大学生能否适应大学的校园生活是决定他们能否在大学阶段实现成长的关键要素。大学生学校适应不但影响着大学生在大学阶段的学习收获，还影响着他们的身心健康。所以深刻认识大学生学校适应的本质，厘清我国大学生学校适应的基本状态，剖析大学生学校适应的影响因素以及各影响因素对大学生学校适应的影响方式，从而提高大学生学校适应水平具有重要意义。本研究依托“国家大学生学情调查”大型数据库，通过问卷调查和半结构访谈同时进行的方式，解读我国大学生学校适应的特征以及大学生达到适应状态所经历的过程，并重点分析了校园压力和校园活动对大学生学校适应的影响，从而提出提高我国大学生学校适应水平的建议。综合问卷分析与访谈，本研究得出以下五点主要结论：

一、结构的多维性和维度的不平衡性是大学生学校适应系统的特点。大学生学校适应由学习适应、同伴关系适应、身心适应、校园生活适应和就业自信五个维度组成，尽管在对学生的访谈过程中我们发现某些特定维度之间存在协同发生性，但是通过问卷调查部分的差别效应检验我们确认了五个维度之间的差异性，即这五个维度有独立存在的必要，而判定学生达到学校适应状态的标准就是在这五个维度上全部达到适应状态。而在学校适应的维度平衡方面，不同学生会在学校适应的不同维度上出现困难，而在学校适应的五个维度中，同伴关系适应维度上的适应情况最好，而学习适应和就业自信是大学生适应最为困难的两个维度，这说明学习和就业是学生们在大学遇到的最大挑战。

二、大学生对校园环境的适应过程是一个阶段特征明显的动态过程。文化适应U型理论适用于对大学生学校适应过程进行分析，可以把大学生学校适应过程划分为四个阶段，分别是蜜月期、震惊期、调适期和掌控期，每个阶段都体现出鲜明的阶段特征。在阶段的划分上，要注意区分蜜月期和掌控期的特征，因为处于这两个阶段的学生在学校适应的各个维度上都不会出现适应困难，区分这两个阶段的最主要依据就是学生与校园生活的接触程度以及是否感受到校园压力和校园活动的负面影响；处于震惊期的学生他们的主要特征就是对于校园生活的态度比较消极，在学校适应的五个维度上都能够感受到不同程度的适应困难，而能否对自己的现状尝试进行积极改变是学生能否进入调适期的关键；处于调适期的学生可能在学校适应的某一维度上会感受到强烈的不适应，但是这一阶段他们对于解决问题的态度较为积极。

三、个人背景变量对大学生学校适应的影响在不同维度上呈现出不同的特点。性别方面，除了就业自信维度外，女生在其他维度上的自我评价均高于男生；城乡方面，来自农村的大学生在适应学习和同伴关系两个维度上的自我评价较高，而城市学生则在就业自信维度上自我评价较高；是否独生方面，独生的大学生仅在就业自信维度上自我评价高于非独生的学生；院校类型方面，211院校的学生在适应学习、同伴关系适应和校园生活适应三个维度上的自我评价均低于其他院校类别的学生；年级方面，大二学生在适应学习、校园生活适应、身心适应和就业自信四个维度上的自我评价均低于其他年级的学生；科类方面，理学类学生在学校适应五个维度上的自我评价均比其他科类的学生低。

四、校园压力和校园活动对大学生学校适应存在重要的直接影响。四种类型的校园压力和校园活动的三个维度与大学生学校适应各维度之间均存在独特的匹配关系。校园压力和校园活动对学校适应不同维度的影响存在差异，与学习压力、竞争压力、人际压力和经济压力关系最为紧密的学校适应维度依次为身心适应、校园生活适应、同伴关系适应和就业自信，与教学认可、师生交流和课外活动参与关系最为紧密的学校适应维度依次为学习适应、校园生活适应和学习适应；除了课外活动参与度的提高能够同时提高学校适应五个维度的水平外，校园压力和校园活动的其它维度对学校适应的影响则是抑制、促进路径并存，可见，并不是所有类型的校园压力都会对大学生学校适应产生负面的影响，特定类型的校园压力反而是提高大学生学校适应水平的动力，校园活动认可度的提高也并不必然能够提高大学生学校适应的水平，而应该对校园活动的组织形式进行具体的分析；对于学校适应过程的不同阶段，校园压力主要在震惊期和调适期对学校适应产生作用，校园压力是引发学生进入震惊期的重要原因，到了调适期，一部分压力类型对学校适应的影响开始从负向转向正向，但是对学校适应还是以负向影响为主，而校园活动在蜜月期和调适期对大学生学校适应主要起正向的作用，在震惊期则主要起负向的作用。

五、校园活动在校园压力与学校适应之间具有重要的中介作用。校园活动在校园压力和学校适应之间主要起部分中介作用，也就是说校园压力还是会对学校适应产生一定程度的直接影响，但是在研究中我们也发现，通过校园活动的中介作用有的压力类型可以完全消除对学校适应的直接影响，比如校园活动对竞争压力和学习适应就起完全的中介作用，在校园活动的作用下，竞争压力对学习适应并不产生直接影响；校园活动的中介效应只对特定类型的校园压力与学校适应之间的关系起作用，也就是说对于校园活动的中介作用需要针对具体的路径进行分析，不能笼统而论；校园压力对于学校适应的影响具有两面性，在中介效应研究中，我们发现，

在校园压力对学校适应的影响路径中，有些路径的间接效应和直接效应的方向是相反的，属于“不一致的中介效应”，可见应该把“校园压力-校园活动-学校适应”作为一个复杂的系统来进行解析；对于学校适应的不同阶段，校园活动的中介作用主要在震惊期和调适期起作用，当学生处于震惊期时，校园压力通过学生的自我感知对校园活动产生负面的影响并进而降低了学校适应水平，当学生处于调适期时，他们积极面对校园压力对自己产生的负面影响，并通过校园活动的参与来最终提高自己的学校适应水平。

基于上述研究结论，本研究从“学生进行自我调适”、“教师树立正确的教学观念”、“学校改善校园活动平台”和“进一步深入研究大学生学校适应”四个方面提出提高大学生学校适应水平的建议。

关键词：大学生学校适应；校园压力；校园活动

Abstract

University stage is of crucial importance to students' growth , to a large extent, whether the students can adjust to college life well determines how far they can go in college. Adjustment to college not only affects how much they can learn in university, but also influences their physical and mental health. Thus, it's of great significance to gain deep insight on the essence of adjustment to college and sort out the basic state of adjustment to college in China, analyze factors which affect adjustment to college and the way of how these factors influence them, which will finally improve the standards of adjustment to college. Relying on the database of NCSS, through questionnaire survey and semi-structured interview, the research aimed to interpret the characteristics and the process of adjustment to college in China, focusing on the influences of college stress and college activity to adjustment to college, so as to put forward suggestions for the improvement of adjustment level to college in our country. On the basis of interview and questionnaire analysis, the following several main conclusions were draw:

Firstly, the system of adjustment to college is characterized by its multidimensional structure and imbalanced dimensions. adjustment to college is composed of academic adjustment , peer relationship adjustment, somatopsychic adjustment, institutional adjustment and the employment confidence. When interviewing students, we found there was collaborative development between some certain dimensions, however, by the differential effect test on the questionnaires part, we confirmed the differences between the five dimensions, namely the five dimensions are necessary to exist independently, five dimensions completely come to adjustment which serves as the standards to judge whether students adapt to their school. In terms of the balance of dimension of adjustment to college, different students come across difficulties in different dimensions. Among all the five dimensions, students find peer relationship adjustment most easy, while academic adjustment and employment confidence are the most difficult for them, which shows that learning and employment are the biggest challenge for the students in university.

Secondly, the process of college students to adjust to campus environment takes on an obvious dynamic process with different characteristics in different phases. The U

theory of culture adjustment is suitable for the analysis of process of adjustment to college, and it divide the process of adjustment to college into four stages, respectively are honeymoon stage, cultural shock stage, adjustment stage and mastery stage, which are all distinct from others. On stage division, attention should be paid to distinguish the characteristics between honeymoon stage and mastery stage for students who are in these two stages will not find adjustment difficulties, and the most fundamental basis to differentiate the two stages is on the student's engagement with the campus life and whether they feel about the negative impact from college stress and college activities; on the shock stage, students are mainly featured by their negative attitude toward campus life, and they have difficulties in all the five dimensions of adjustment to college, so whether they try to make positive change about their current situation is the key for students to enter the adjustment stage; in the adjustment stage, students may feel that they can't adjust to some dimensions strongly, but fortunately they hold a more positive attitude on solving the problem.

Thirdly, the influence of personal background variables on adjustment to college shows different characteristics in different dimensions. In terms of gender, in addition to the employment confidence, the feeling of girls are better than boys in other dimensions; in urban and rural areas, students from rural areas feel better than those who are from the city in academic adjustment and peer relationship adjustment, while the students from city feel better in employment confidence; in the respect of whether they have brothers or sisters, the students who are the only child at home feel better than the students with siblings in the employment confidence; in terms of types of institutions, college students from 211 university feel worse in the dimensions of academic adjustment, peer relationship adjustment and institutional adjustment; in the grade, the feeling of sophomore is the worst in academic adjustment, institutional adjustment, somatopsychic adjustment and employment confidence; in the aspect of subject, the feeling of science students is the worst in all the five dimensions.

Fourthly, college stress and college activities have a direct effect on adjustment to college. Both four kinds of college stress and three dimensions of college activities have the unique matching relation with adjustment to college, and differ from the influence of different dimensions, the closest dimension of adjustment to college with learning stress、competition stress、interpersonal stress and economic stress in turn are somatopsychic

adjustment、institutional adjustment、peer relationship adjustment and employment confidence; academic adjustment and institutional adjustment are the closest dimensions to teaching recognition and interaction between teacher and students as well as involvement in extracurricular activities. Except that the improvement of involvement in extracurricular activities can improve the level of five dimensions of adjustment to college, other dimensions of college stress and college activities have a both restraining and stimulative effect on adjustment to college. So, not all types of college stress have negative influence on adjustment to college, the specific kind of college stress is the motivation of improving the level of adjustment to college. The improvement of the recognition of the college activities unnecessarily enhance the level of adjustment to college, therefore we ought to analyze the organizational form of the college activities thoroughly; for the different stages of adjustment to college, college stress mainly have an influence upon adjustment to college during cultural shock stage and adjustment stage, college stress is the important reason which leads the students to cultural shock stage. Once in adjustment stage, the effect of a part of stress will turn to positive from negative, but adjustment to college gives priority to the negative effect, and college activities mainly have the positive effect on adjustment to college during the honeymoon stage and adjustment stage, however it has a negative effect during the cultural shock stage.

Fifth, college activities have an obvious intermediary effect between college stress and adjustment to college. College activities primarily have part intermediary effect between the college stress and adjustment to college, that is to say college stress will directly affect adjustment to college in some way. However we find that some types of stress can entirely dispel the direct effect of adjustment to college through college activities, for example, college activities have an entire intermediary effect on competition stress and academic adjustment. competition stress won't directly affect academic adjustment under the effect of college activities; the intermediary effect of college activities only come into force in the relationship of the specific college stress and adjustment to college, in other words, we need to analyze the concrete routine of the intermediary effect of the college activities, unable to make some sweeping generalizations; college stress has two sides to the influence of adjustment to college. We find that some routine's indirect and direct effect are in the opposite in regard to the influence which college stress has on adjustment to college during the research, it belongs

to “Inconsistent intermediary effect”. It is clear that we should regard the “college stress-college activities- adjustment to college” as a complex system and then analyze it; for the different stages of adjustment to college, the intermediary effect of college activities mainly play a role in the shock stage and adjustment stage. When the students are in the shock stage, college stress has a negative influence on college activities through the students’ self perception and then lower the level of adjustment to college, when the students are in the adjustment stage, they deal with the negative effect of college stress actively, and finally enhance the level of adjustment to college through participating in college activities .

According to the conclusions above, the research makes suggestions about improving adjustment to college from the following four ways which are “students’ self-adjustment”、 “teachers’ correct teaching concept”、 “ improving the platform of college activities” and “researching adjustment to college further more”.

Key Words: Adjustment to college; College stress; College activity

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